

*New Jersey*



**New Jersey Department of Education  
Elementary School Proficiency  
Assessment (ESPA)  
2000 Sample Test Forms**

# Elementary School Proficiency Assessment (ESPA)

## 2000 Sample Forms

### Language Arts Literacy, Mathematics and Science

#### Introduction and Overview

In May 1996, the New Jersey State Board of Education adopted the *Core Curriculum Content Standards*, which define New Jersey's expectations for student learning. A statewide panel of representatives from education, business, industry, and the interested public developed the standards. These representatives participated in a two-year process to develop the core standards in seven content areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Language Arts Literacy
- Mathematics
- Science
- Social Studies
- World Languages

To gauge student progress toward meeting the Core Curriculum Content Standards, the New Jersey Department of Education, in consultation with representatives of the educational community, developed a comprehensive assessment to measure student knowledge and skills at grades four, eight, and eleven.

The *Directory of Test Specifications and Sample Items* governs the specific materials included on each test for the Elementary School Proficiency Assessment in the particular content area. These test specifications provide discussion and detailed information regarding the distribution of items and the focus of the test.

The New Jersey Department of Education is pleased to provide the 2000 ESPA Sample Forms as tools for gauging student achievement prior to the live administration of these tests. Although the sample forms contain previously tested items and are built to specifications *similar* to the “real” test, they are not the “real” test. As such, these sample forms are not intended to predict student scores on the ESPA. There are several reasons for this:

1. Student performance on these or any test will vary from day to day.
2. The sample forms will be given under less standardized conditions than the live tests.
3. The sample forms will be scored locally without the extensive training and accuracy controls used to score the live tests.
4. Continued instruction will occur in the time between the administration of the sample form and the live test.

However, these sample forms can be used to screen for students who may have difficulty reaching the Proficient level. Also, by examining items that a student or group of students (e.g., a classroom) answers incorrectly, teachers can identify possible strengths and weaknesses in specific skills. The scoring key provides links to the *Core Curriculum Content Standards* and the *Directory of Test Specifications and Sample Items* to help you understand the content, skill, and process domains that each item represents.

Individual student performance on these sample forms can be interpreted as follows:

<i>Level</i>	<i>Indication</i>
<b>1</b>	There is a good chance that the student would <u>not</u> score at the Proficient level.
<b>2</b>	There is a good chance that the student would score just above or just below the Proficient level cut-score.
<b>3</b>	There is a good chance that the student is at or above the Proficient level

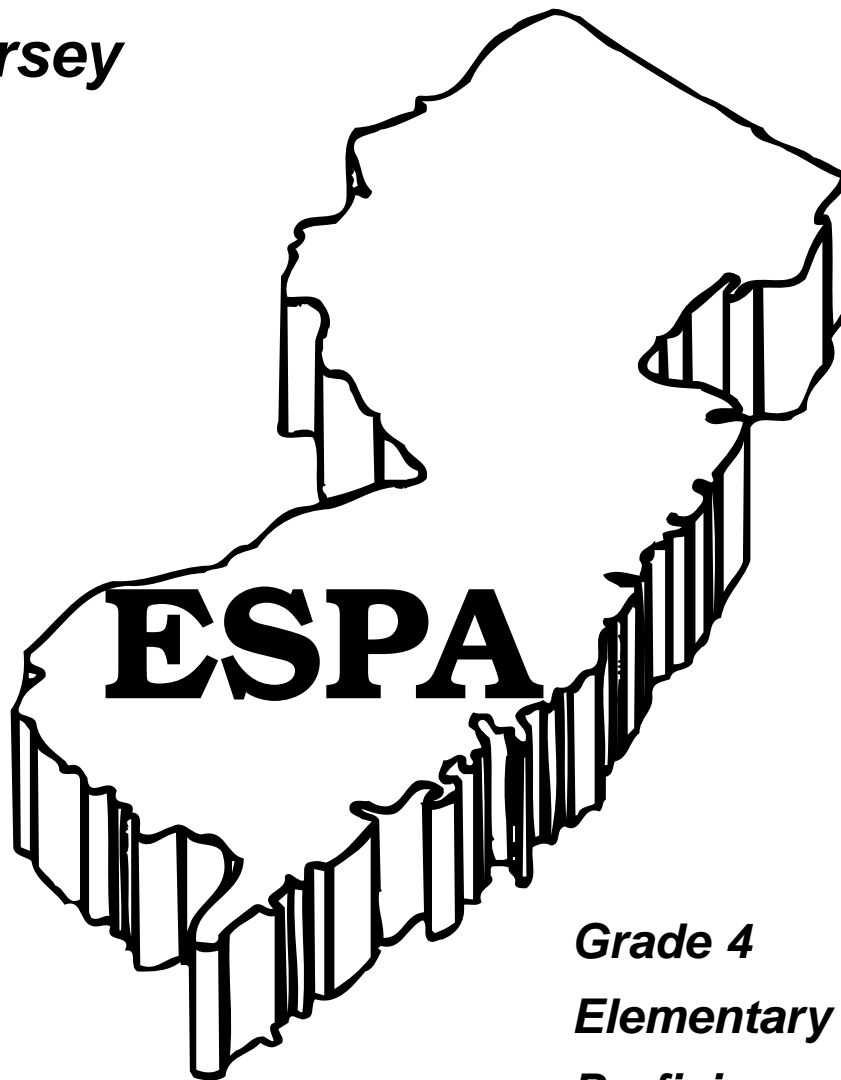
*The New Jersey Department of Education highly recommends that teachers use sample form results as only one piece of information when determining the instructional needs of a student or group of students.*

The following material is representative of the format, types, and level of items a student could anticipate seeing in an assessment. The questions that follow are actual questions from the test. The ancillary materials that accompany the test are provided to assist you in evaluating your students. The correct answer for each multiple-choice question is provided. The scoring rubric for each open-ended item is also provided along with actual samples of scored student work. When applicable, you will also be provided with the *Writer's Checklist*, the generic scoring guide or rubric, and a facsimile of the Mathematics punch-out sheet.

We suggest that you review the questions carefully along with any scoring materials provided and share this information with your students and their parents. This will acquaint you as a teacher and/or administrator with the material being covered, as well as give you a sense of your students' preparedness and the relative difficulty of an item in a given area.

For further information about the ESPA 2000 Sample Forms, please contact Elizabeth Celentano at the Department of Education, (609) 984-0107.

***New Jersey***



***Grade 4  
Elementary School  
Proficiency Assessment  
2000 Sample Form***

## **Examiner Manual**

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# OVERVIEW OF THE 2000 SAMPLE GRADE 4 ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA) SAMPLE FORMS

## General Information

- The Grade 4 Elementary School Proficiency Assessment (ESPA) includes testing sections in Science, Language Arts Literacy, and Mathematics.
- The Science section is administered in one day and consists of multiple-choice and open-ended items.
- The Mathematics section consists of multiple-choice and open-ended questions that must be answered with the use of a calculator, and multiple-choice questions that must be answered without the use of a calculator. The Mathematics section is administered over a two-day period.
- The Mathematics section utilizes manipulatives and a ruler detached from the Mathematics Punch-Out Sheet. A Mathematics Punch-Out Sheet will be provided to each student.
- The Language Arts Literacy section consists of two reading passages with multiple-choice and open-ended questions, and two writing tasks. The Language Arts Literacy section is administered over a 2-day period.

## Calculators Required

- Students are required to use calculators during certain portions of the Mathematics section of the ESPA.

The calculator to be used should allow the student to perform calculations as specified in the K-4 cumulative progress indicators, including adding, subtracting, multiplying, and dividing. **Students must use the calculators they use on a regular basis in the classroom or one with which they are most familiar.** A student may choose to use a personal calculator or one that is provided by the district. Any device commonly accepted as a hand-held electronic calculator—including graphing, programmable, etc., calculators—and having at least the basic four functions is acceptable. However, computers (laptops, palmtops, etc.) are **not acceptable**.

- Calculator memories must be cleared both before and after administration of the Mathematics test section.

## Test Administration Information

- Actual testing times are as follows:

Science	50 minutes
Language Arts Literacy, Day 1	100 minutes
Language Arts Literacy, Day 2	25 minutes
Mathematics, Day 1	71 minutes
Mathematics, Day 2	29 minutes

This schedule does not include the time needed for distributing test materials, reading directions, providing breaks for students, and collecting materials.

- The number of test questions in each test section is as follows:

Science	35 multiple-choice, 3 open-ended
Language Arts Literacy	10 multiple-choice, 4 open-ended, and 2 writing tasks
Mathematics	32 multiple-choice and 5 open-ended

### **Special Administrations for Students with Disabilities**

- Special education students may be tested using modified testing procedures specified in the students' Individualized Education Programs (IEPs) that are approved by the Office of Assessment (as specified in Appendix B).
- Students who may not be classified but do have an impairment in a major life function are eligible for modified testing procedures under Section 504 of the Rehabilitation Act of 1973. These students may be tested using modified testing procedures that are specified in the student's 504 plan and that are approved by the Office of Assessment (as specified in Appendix B).
- Responses to open-ended questions and writing tasks, which are written or typed on separate sheets of paper by special education or Section 504 students (as specified in their IEP) **must** be paper clipped to the front of the student's test booklet.

## **PROGRAM DESCRIPTION—GRADE 4 ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT**

### **Background Information on the Statewide Assessment Program**

In 1975, the New Jersey Legislature passed the Public School Education Act “to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society.” An amendment to that act was signed in 1976 to establish uniform standards of minimum achievement in basic communication and computation skills. This amendment is the legal basis for the use of a test as a graduation requirement in New Jersey.

Beginning in 1981-82, ninth-grade students were required to pass the Minimum Basic Skills Test (Reading and Mathematics) as one of the requirements for a high school diploma. Students who did not pass both parts of the test had to be retested on those parts not passed.

In 1983, the Grade 9 High School Proficiency Test (HSPT9), a more difficult test in reading, mathematics, and writing, was adopted to measure the basic skills achievements of grade-nine students. The first due-notice administration of the HSPT9 occurred in 1983-84; the first time the test was administered as a graduation requirement was 1985-86.

In 1988, the New Jersey Legislature passed a law that moved the High School Proficiency Test from the ninth grade to the eleventh grade. The Grade 11 High School Proficiency Test (HSPT11) is a rigorous test of essential skills in reading, mathematics, and writing. It now serves as a graduation requirement for all New Jersey public school students who entered the ninth grade on or after September 1, 1991. Three years of due-notice testing were conducted to allow school districts time to modify curricula and prepare students for the graduation test.

The New Jersey Legislature added a requirement for the Grade 8 Early Warning Test (EWT) to help students prepare for the HSPT11. The EWT is similar to the HSPT11 because it is also a test of essential skills in reading, mathematics, and writing. However, it is NOT a graduation test or a promotion test, so students cannot “fail” the EWT. This test is to be used for placement purposes and program planning so students can be given the appropriate instruction to help them master the skills in reading, mathematics, and writing that all graduates of New Jersey public schools are expected to possess.

In 1995, the Governor called for the development and administration of a fourth-grade assessment. This assessment would serve as a tool to evaluate a fourth grader’s achievements in the knowledge and skills defined within new educational content standards.

In 1996, the New Jersey State Board of Education adopted Core Curriculum Content Standards to describe what all students should know and be able to do at the end of fourth grade, eighth grade, and upon completion of a New Jersey public school education. The Core Curriculum Content Standards delineate New Jersey’s expectations for student learning. All New Jersey school districts are required to organize instruction and design curricula so that virtually all students achieve the new content standards.



The Grade 4 Elementary School Proficiency Assessment (ESPA) was developed to align test specifications with the content standards. The ESPA will assist educators in evaluating student achievement of the standards, as well as providing a basis for monitoring school, district, and statewide implementation of the standards. In May 1997, the ESPA Field Test was administered to virtually all New Jersey fourth-grade students. In May 1998, the first operational version of the ESPA was administered. The May 1999 ESPA test form constitutes the base test year for the purpose of future equating of test scores.

## **Student Behavior During Testing**

- Students must do their own work on the test and must receive no outside assistance.
- Students may not use dictionaries or any other reference sources during test administration.
- Students are permitted to read recreational literature if they have finished the test ahead of others and have reviewed their work.
- Students who find it necessary to visit the bathroom during testing may do so, as long as they return to the testing room promptly and do not discuss the test with others. The student's test materials should be left with the examiner until he or she returns.

## **Students to Be Tested**

The ESPA must be administered to all regular education (non-limited English proficient and non-special education) fourth-grade students in public schools in New Jersey. Complete information related to the administration of the ESPA to limited English proficient and special education students is described in Appendices A and B.

Limited English Proficient (LE) Students must take the test unless exempted under the criterion described in Appendix A. The Appendix also defines criteria for accommodations for LE students during testing. If you have questions about administration of the tests to LE students, please call the Office of Bilingual Education and Equity Issues at (609) 292-8777.

Students with Disabilities - Students eligible for special education under the Individuals with Disabilities Education Act or eligible under Section 504 of the Rehabilitation Act of 1973 must take each subject area of the ESPA unless their Individualized Education Program (IEP) or 504 plan specifically states that they will not participate in the test (NJAC 6:28-3.6(d)5iv). Criteria for participation are included in Appendix B of this manual. If you have any questions about the participation of students with disabilities, please call the Office of Special Education at (609) 292-3065.

To ensure that students with disabilities have an equitable opportunity to participate in the ESPA, the Office of Assessment has adopted modifications which may be used during testing. Test content remains the same, but setting, scheduling, test materials, and/or test procedures may be modified to allow students to demonstrate in a variety of ways what they know and are able to do. A list of permissible modifications for students with disabilities may be found in Appendix B of this manual.

Any IEPs in effect after July 1, 1998 must include a list of any test modifications or accommodations that will be utilized during statewide assessment. For students eligible under Section 504, the 504 plan should specify modifications or accommodations.

The test coordinator should consult with the school principal and special education personnel to ensure that arrangements are made prior to the testing dates so that appropriate accommodations are implemented. The test coordinator should prepare a list of the codes for the accommodation categories that will be used by each student in order to code test booklets appropriately. Category codes are listed in Appendix B.

## **Examiner's Responsibilities**

### General Responsibilities

- \_\_\_ 1. Conducts administration of test to assigned students according to procedures contained in the *Examiner Manual*

### Before Testing

- \_\_\_ 1. Prepares to meet calculator requirements for the Mathematics test section
- \_\_\_ 2. May cut out Mathematics Punch-Out Sheets in advance or supervise students in this task
- \_\_\_ 3. Makes all necessary announcements to students concerning the testing
- \_\_\_ 4. Ensures that all needed materials and supplies are assembled
- \_\_\_ 5. Clears calculator memories before administration of the Mathematics test section

### During Testing

- \_\_\_ 1. Directs students in gridding of student information onto Science test booklets on the first day of test administration.
- \_\_\_ 2. Administers the Science, Language Arts Literacy, and Mathematics sections of the test.
- \_\_\_ 3. Enforces testing time requirements and displays for students the testing time remaining
- \_\_\_ 4. Ensures that students are working in the correct test section by observing number of symbols at top of test booklet pages
- \_\_\_ 5. Ensures that no markings are made by students outside of test booklet page borders
- \_\_\_ 6. Collects all test materials from students following the administration of each day's test section. Collects scratch paper after the Mathematics testing

### After Testing

- \_\_\_ 1. Transcribes responses into test booklets for students who require this test accommodation
- \_\_\_ 2. Clears calculator memories after administration of the Mathematics test section

## **BEFORE TESTING**

### **Calculators**

Examiners must provide a calculator for each child's use during the Mathematics test section. Extra calculators must be available in case of emergency. Examiners must clear calculator memories both prior to test administration and, to maintain test security, after test administration. Calculators used for testing must meet the specifications detailed on page one of this manual.

### **Announcements to Students**

Information about the time and location of the test administration and a brief explanation about the test should be given to the students prior to testing.

Students should be asked to bring two #2 lead pencils to the test administration if the school is not providing them. Students should be advised that pencils must be used inside the page borders of test booklet pages only. Extraneous marks should not be made outside these areas. Students may not use pens, crayons, or markers in the test booklets.

Students may use scratch paper during the Mathematics test administration. The scratch paper must be collected by examiners following this testing and submitted to the school test coordinator for destruction.

### **Room and Seating Arrangements**

The test should be administered under optimal conditions. Comfortable seats and smooth, hard writing surfaces are important. Students should be seated in such a way that they will not be tempted to look at the answers of others. To prevent confusion, arrangements for seating students should be completed prior to testing.

### **Materials/Supplies Needed to Administer the ESPA**

#### **1. Examiner's Manual**

You should be supplied with a copy of this manual.

#### **2. Test Booklets**

Each student will receive one test booklet for each subject area tested — one for Science, one for Language Arts Literacy and one for Mathematics. Also, one test booklet for each subject should be given to the Examiner.

#### **3. Writer's Checklist (Language Arts Literacy test section - 2 days)**

The Writer's Checklist is printed in the test booklet and is exhibited in Appendix C of this manual.

4. Calculators (Mathematics test section - 2 days)
5. Mathematics Punch-Out Sheets (Mathematics section - 2 days)
6. #2 Pencils

Even if students are told to bring pencils to the test, you should have a supply of sharpened #2 pencils with erasers available for those who forget. Student responses to all parts of the test must be marked in pencil in only the designated areas of test booklet pages.

7. A Timer

You will need an accurate and dependable watch or clock to time each part of the test. A back-up watch or clock should be available in case the primary one malfunctions.

8. A Chalkboard

You will need a chalkboard, whiteboard, or flipchart to write regular testing-time updates that inform students of the time remaining.

**NOTE: Students may not use dictionaries or other reference sources during the testing sessions. Instructional aids and materials related to the subject being tested must not be displayed in rooms during test administration.**

### Testing Time Requirements

Test schedules should be checked against school schedules to ensure that testing will not be interrupted by a fire drill or unnecessary announcements.

Testing time will vary based on differences in the time needed to distribute and collect materials or to read directions. However, actual testing times must be maintained for each test section.

#### Science Test Administration

Activity	Estimated Administration Time	Actual Testing Time
Distribute Test Booklets	5 minutes	
Grid Student Information Section	10 minutes	
Directions for Part 1	2 minutes	
Part 1		17 minutes
Break and Directions for Part 2	4 minutes	
Part 2		16 minutes
Directions for Part 3	2 minutes	
Part 3		17 minutes

**Language Arts Literacy Test Administration, Day 1**

<b>Activity</b>	<b>Estimated Administration Time</b>	<b>Actual Testing Time</b>
Distribute Test Booklets and Materials	5 minutes	
Directions for Writing Task	2 minutes	
Writing Task		25 minutes
Break and Directions for Reading Section	7 minutes	
Reading Section – Narrative Text		45 minutes
Break and Directions for Reading/ Listening/Writing Task	7 minutes	
Reading/Listening – Poem		5 minutes
Writing Task		25 minutes

**Language Arts Literacy Test Administration, Day 2**

<b>Activity</b>	<b>Estimated Administration Time</b>	<b>Actual Testing Time</b>
Distribute Test Booklets and Materials	5 minutes	
Directions for Reading Section	5 minutes	
Reading Section – Everyday Text		25 minutes

**Mathematics Test Administration, Day 1**

<b>Activity</b>	<b>Estimated Administration Time</b>	<b>Actual Testing Time</b>
Distribute Test Booklets and Materials	5 minutes	
Directions for Sections 1 & 2	5 minutes	
Non-Calculator – Section 1		4 minutes
Non-Calculator – Section 2		10 minutes
Directions for Section 3	2 minutes	
Calculator Active – Section 3		28 minutes
Break and Directions for Section 4	7 minutes	
Calculator Active – Section 4		29 minutes

**Mathematics Test Administration, Day 2**

<b>Activity</b>	<b>Estimated Administration Time</b>	<b>Actual Testing Time</b>
Distribute Test Booklets and Materials	5 minutes	
Directions for Section 5	5 minutes	
Calculator Active – Section 5		29 minutes





## **TEST ADMINISTRATION**

### **SCIENCE DIRECTIONS FOR ADMINISTRATION AND GRIDDING OF STUDENT IDENTIFICATION INFORMATION**

#### **Overview**

Prior to the administration of the Science test, all students must grid the student information on the front cover of the test booklet. All text printed in this section of the manual that is boldfaced and boxed should be read aloud to the students. All other text is for your information only.

The instructions you read aloud first describe the gridding procedures for the student's identification information. Any student needing assistance in the coding procedures should be given whatever help is necessary. If a student is absent today, you must complete the student's grid information on his/her test booklet.

Once the gridding is complete, you will read the directions for the Science test administration. There are four sections of the Science test. This assessment should take approximately 1 hour and 15 minutes. This includes time for gridding, giving directions, administering the test, and taking breaks.

For any given section, students are allowed to go back and review their work on that section only. As you monitor the administration, take note of the number of stars appearing on the top of the test booklet pages. The number of stars reflects the section number on which that student is working. Make sure that your students are working on the appropriate test section as you observe the class.

In addition, the test booklet pages have a page border that denotes the student work area. Do not allow your students to make any marks outside the border.

Materials you will need:

- One Science test booklet for each student plus one copy of the Examiner Manual;
- A watch or clock to time the sections of the test;
- Extra #2 pencils.

Each student should have two #2 pencils and an eraser. (Plan to provide extra pencils as needed.) Students are permitted to read recreational literature if they finish the test ahead of others and have reviewed their work. This material may be placed on a corner of the desk.

Please make sure that students are separated by a reasonable distance to encourage concentration and independent work.

When all students are seated and ready for the test, hand out a #2 pencil to each student.

Then say:

**You will be taking a sample Grade 4 Elementary School Proficiency Assessment based on the test given in May of 1999. Today, you are taking the Science test. It is important that you do as well on this test as you can. Now, I will pass out the test booklets. Please do not open your test booklet until you are told to do so.**

When all the test booklets are distributed, hold up a test booklet and say:

**You will now grid your name onto the front page of your Science test booklet. You must use a #2 pencil to do this. Does everyone have a #2 pencil?**

Distribute a #2 pencil to any student who does not have one. Hold up a student's test booklet and point to the name section. Say:

**Now, find the place on the grid that says "Last Name." Print your last name starting with the first box on the left, putting one letter in each box. Do not leave any spaces between any of the letters in your last name. If you have more than fourteen letters in your last name, print only the first fourteen letters. Are there any questions?**

Pause to answer any questions, then say:

**In the section that says "First Name," print your first name. Do not use a nickname. If there are more than eight letters in your first name, print only the first eight letters.**

Pause, then say:

**Print your middle initial in the section that says "M.I."**

**Now, grid your name by filling in the circle under each box that has the same letter as the one printed in the box. If there is no letter in the box, fill in the blank circle at the top of the column. Make sure that each mark is dark and fills the circle completely. If you make a mistake, erase it completely. Are there any questions?**

Answer any questions, then circulate throughout the room and make sure that students have understood the directions.

You are going to begin reading the directions for the Science test. Read aloud, word for word, the material that is printed in **bold type** and preceded by the word “Say.” You may repeat any part of these directions as many times as needed. The material in regular type is information for you and should not be read to the students.

When all students are ready to begin the test, say:

**Today, you will be taking a sample of the Science section of the Grade 4 Elementary School Proficiency Assessment. This is a test of how well you understand science. Please try to do your best work on the test.**

**Before we begin, take out something that you can read if you complete a test section early. Put it where you can find it easily. You may not read it until you have finished your test section, and your booklet is closed.**

**There are three sections to this test. If you finish a section before time is called, you may review your work in that section only. You may not review any other section.**

**If you have a question or need to use the bathroom during testing, please stay in your seat and raise your hand. I will talk to you at your desk. Are there any questions?**

Pause to answer any questions. Then say:

**Please open your test booklet to page 2 and read along silently as I read the directions to you aloud.**



## Directions for Students

This section of the test has multiple-choice questions and an open-ended question.

**When you are taking the test, remember these important things:**

1. Read each question carefully and think about the answer.
2. If you do not know the answer to a question, go on to the next question. You may go back to the skipped question later if you have time.
3. When you see a STOP sign, do **not** turn the page until you are told to do so.

### Sample Multiple-Choice Question

The sample question below will show you what the test questions are like and how to mark your answers. For each multiple-choice question, select the best answer and fill in the circle next to your choice. Make sure you fill in the correct circle.

**Which of the following is a way that people directly affect the environment?**

- ☐ Ⓐ playing soccer
- ☒ ● dumping trash
- ☐ Ⓒ attending a concert
- ☐ Ⓓ going to school

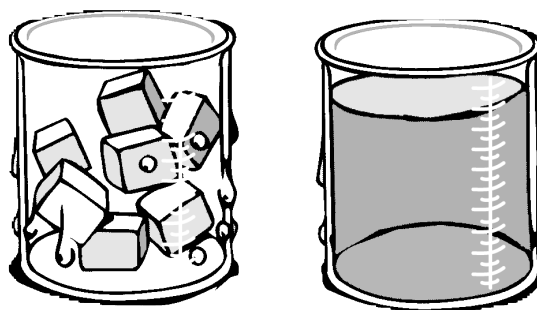
The correct answer is B. The circle with the B in it has been filled in to show that B is the correct answer.



## Sample Open-Ended Question

The sample question below will show you what the open-ended test questions are like and how to write your answer. You will write or draw your answer in the space following the question. When asked to explain an answer, you may use words, tables, diagrams, OR pictures.

**Victor has two glasses. One glass is filled with ice cubes and the other is filled with water. Give three ways the ice and water are different.**



The ice cubes are colder than the water.

The water is liquid and the ice cubes are solid.

The water fills more of the glass than the ice cubes.

\_\_\_\_\_

\_\_\_\_\_

When you are done reading, say:

**Are there any questions?**

Pause to answer questions, then say:

**There are 12 multiple-choice questions and one open-ended question in this section. Work until you reach the stop sign on page 11. You will have 17 minutes to complete this section. For each question, you will fill in the circle next to the answer you think is correct. If you finish this section early, you may go back and review your work on this section only. I will keep track of the time remaining on the board. Are there any questions?**

Pause to answer questions, then say:

**Turn to page 4 in your test booklet. You may begin.**

Write down the actual starting time: \_\_\_\_\_ ; add 17 minutes to that time: \_\_\_\_\_ .

In order to help students keep track of time, write “17 minutes” on the board. Then update the time remaining about every 5 minutes.

As students are taking the test, walk around the room to make sure they are filling in the circles darkly and completely. Also, make sure they are not working on the next section of the test.

After 12 minutes have passed, say:

**You have 5 minutes left to work on this section.**

After 17 minutes have passed, say:

**STOP. This is the end of the first part of the Science test. Close your test booklet. You may now stand and stretch at your desk. Other classes may still be testing, so you must remain quiet.**

This break should be only a two-minute stretch break. Students should be allowed to go to the bathroom if necessary. Do not leave students unattended in the classroom with the test booklets. Either a proctor should remain in the classroom or all students should leave the room together and the classroom door should be locked.

Once all students are seated and ready for the next section, say:

**There are 11 multiple-choice questions and 1 open-ended question in this section. Work until you reach the stop sign on page 20. You will have 16 minutes to complete this section. If you finish this section early, you may go back and review your work in this section only. I will keep track of the time remaining on the board. Are there any questions?**

Pause to answer all questions, then say:

**Now look at page 13 in your test booklet. You may begin.**

Write down the actual starting time: \_\_\_\_\_ ; add 16 minutes to that time: \_\_\_\_\_ .

In order to help students keep track of time, write “16 minutes” on the board. Then update the time remaining about every 5 minutes.

As the students are taking the test, walk around the room to make sure they are working on the correct section of the test.

After 11 minutes have passed, say:

**You have 5 minutes left to work on this section.**

After 16 minutes have passed, say:

**STOP. This is the end of the second part of the Science test.**

**We will now begin the next section.**

**There are 12 multiple-choice questions and 1 open-ended question on this section of the test. You will have seventeen minutes to complete this section. If you finish this section early, you may go back and review your work in this section only. I will keep track of the time remaining on the board. Are there any questions?**

Answer all questions. Then say:

**Turn to page 22 in your test booklet. You may begin.**

Write down the actual starting time: \_\_\_\_\_ ; add 17 minutes to that time: \_\_\_\_\_ .

In order to help students keep track of time, write “17 minutes” on the board. Then update the time remaining about every 5 minutes.

As the students are taking the test, walk around the room to make sure they are working on the correct section of the test.

After 12 minutes have passed, say:

**You have 5 minutes left to work on this section.**

After 17 minutes have passed, say:

**STOP. You are finished with the test. Put your pencils down and close your test booklet. Please remain seated. I will collect your test booklets now.**



## LANGUAGE ARTS DIRECTIONS FOR ADMINISTRATION AND GRIDDING OF STUDENT IDENTIFICATION INFORMATION

### Overview

The Language Arts Literacy section is administered over two days. This assessment consists of reading passages followed by multiple-choice and open-ended questions and two writing tasks.

Day One of the Language Arts Literacy section of the test should take about two hours.

Day Two should take about 35 minutes. These estimates include time for giving directions, administering the test, and taking breaks.

For any given section, students are allowed to go back and review their work on that section only. As you monitor the administration, take note of the number of circles appearing on the top of the test booklet pages. The number of circles reflects the section number on which that student is working. Make sure that your students are working on the appropriate test section as you observe the class. In addition, the test booklet pages display a page border that frames the student work area. Do not allow your students to make any marks outside the border.

Each student should have two #2 pencils and an eraser. (Plan to provide extra pencils as needed.) Students are permitted to read recreational literature if they finish the test ahead of others and have reviewed their work. This material may be placed on a corner of the desk.

You will need the following materials:

- One Language Arts Literacy test booklet for each student plus one copy for the Examiner;
- A watch or clock to time the sections of the test;
- Extra #2 pencils.

Students will need to write and grid their names on their test booklets. **No other student data needs to be gridded.**

### Day One of Language Arts Literacy

When students are seated, hand out a #2 pencil to each student. Please make sure that students are separated by a reasonable distance to encourage concentration and independent work.

Read aloud, word for word, the material that is printed in **bold type** and preceded by the word “Say.” You may repeat any part of these directions as many times as needed. The material in regular type is information for you and should not be read to the students.

When all students are seated and ready for the test, say:

**Today you will be taking the first part of a sample Language Arts Literacy section of the Grade 4 Elementary School Proficiency Assessment. Please try to do your best work on the test. Before we begin, take out something that you can read if you complete a test section before everyone else has finished. Put it where you can find it easily. You may not read it until you have finished your test and closed your booklet.**

**There are three sections to this test. If you finish a section before everyone else has finished, you may review your work in that section only. You may not review any other section.**

**If you have a question or need to use the bathroom during testing, please stay in your seat and raise your hand. I will talk to you at your desk. Are there any questions?**

Pause to answer any questions. Then say:

**Now, I will pass out the test booklets. Please do not open your test booklet until you are told to do so.**

When all of the test booklets are distributed, hold up a test booklet and say:

**Please look at the front cover of your test booklet. Find the place that says “Last Name.” Print your last name starting with the first box on the left. Put one letter in each box. Do not leave any spaces between any letters in your last name. If you have more than fourteen letters in your last name, print only the first fourteen letters. Are there any questions?**

Pause to answer any questions. Then say:

**In the section that says “First Name,” print your first name. Do not use a nickname. If there are more than eight letters, print only the first eight letters.**

Pause, then say:

**Print your middle initial in the section that says “M.I.”**

**Now, grid your name by filling in the circle under each box that has the same letter as the one printed in the box. If there is no letter in the box, fill in the blank circle at the top of the column. Make sure that each mark is dark and fills the circle completely. If you make a mistake, erase it completely. Are there any questions?**

Answer any questions; then circulate throughout the room to make sure that students have understood the directions.

When the students are finished gridding, say:

**Please open your test booklet to page 2 and read along silently as I read the directions aloud to you.**

## **Day 1**

### **Directions to the Student**

Today you will take the ESPA Language Arts Literacy test. For this test, you will read some passages, answer questions, and do some writing.

**When you are taking this test, remember these important things:**

1. When you are asked to write your answers or complete a writing task, write neatly and clearly on the lines provided.
2. If you finish a section of the test early, you may check your work in that section only.
3. When you see a STOP sign, do **not** turn the page until you are told to do so.

When you are done reading, say:

**Are there any questions?**

Pause to answer questions. Then say:

**Now look at page 3 in your test booklet and read along silently as I read the directions aloud.**

## Writing Task A

**Use the picture on page 4 to create a story about what might be happening.**

You may make notes, create a web, or do other prewriting work in the space provided on pages 5 and 6. Then, write your story on the lines provided on pages 7 and 8.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

### Writer's Checklist

Remember to

- ☐ Keep the central idea or topic in mind.
- ☐ Keep your audience in mind.
- ☐ Support your ideas with details, explanations, and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion clearly.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Write neatly.

**After you write your story, read what you have written. Use the checklist to make certain that your writing is the best it can be.**

When you are done reading, say:

**Are there any questions?**

Pause to answer questions. Then say:

**Now, turn to page 4 and look at the picture. Think about what is happening in the picture as you plan your writing.**

**Use the space on pages 5 and 6 to plan your ideas. Then begin your writing on page 7.**

**You will have 25 minutes to work on this Writing Task. If you finish this section early, you may go back to review your work on this section only. I will keep track of the time remaining on the board. Are there any questions?**

Pause to answer any questions. Then say:

**You may begin.**

Write down the actual starting time: \_\_\_\_\_ .

Add 25 minutes to that time: \_\_\_\_\_ .

In order to help students keep track of time, write “25 minutes” on the board. Then update the time remaining about every 5 minutes.

As students are taking the test, walk around the room to make sure they are writing. Also, make sure they are not working on the next section of the test.

After 20 minutes have passed, say:

**You have 5 minutes left to work on this section. You should be finishing your writing, if you have not already done so, and using the remaining time to review what you have written. Don’t forget to use the Writer’s Checklist to make sure that your writing is the best it can be.**

After 25 minutes have passed, say:

**STOP. This is the end of the first part of the Language Arts Literacy test. Put your pencil down and close your test booklet. You may stand at your desk and stretch if you want. Since other classes may still be testing, you must remain quiet.**

This break should be a five-minute stretch break. Students should be allowed to go to the bathroom if necessary. Do not leave students unattended in the classroom with the test booklets. Either a proctor should remain in the classroom, or all students should leave the room together and the classroom door should be locked.

Once all students are seated and ready for the next section, say:

**It is time to begin working on the second part of the test. In this part of the test, you will read a story and answer questions. Turn to page 9 and read along silently as I read the directions aloud to you. The directions include sample questions that show the kinds of questions you will answer.**

## Directions to the Student



Now you will read another person's story about the picture and answer the questions that follow.

Some questions will be multiple-choice; others will be open-ended.

1. You may look back at the reading passage as often as you want.
2. Read each question carefully and think about the answer.
3. For each multiple-choice question, select the best answer and fill in the circle next to your choice. Make sure you fill in the correct circle.
4. If you do not know the answer to a question, go on to the next question. You may come back to the skipped question later if you have time.

## Sample Passage

The sample passage and questions below show you what the questions are like and how to mark your answer.

Weather is the condition of the air at a certain time and place. Knowing what the weather is going to be like is useful whether you are planning a special event or performing a task. One way to learn about the weather is to listen to a weather report.

A weather report usually answers these questions: (1) What is the temperature? (2) Is the sun shining or is it cloudy? (3) Has there been any rain, snow, or hail? (4) How windy is it? (5) Is there much dampness – humidity – in the air?

## Sample Multiple-Choice Question

For this type of question, select the best answer, and fill in the circle next to the answer you choose. For example:

**According to the passage, which question would a weather report answer?**

- Ⓐ Where are we?
- Ⓑ What time is it?
- Ⓒ Who are you?
- How hot is it?

The correct answer is D. The circle with the D in it has been filled in to show that D is the correct answer.

## Sample Open-Ended Question

For this type of question, you will write several sentences on the lines provided. For example:

**According to the passage, weather is the condition in a certain time and place. Why would it be important to know what the weather is today or what it will be tomorrow? Be sure to use examples or ideas from the passage or your own life to support your answer.**

It is important to know what the weather is so you  
can plan what you are going to do. If you decide to go  
swimming, but you don't know what the weather is  
going to be like, you could find yourself swimming  
between the raindrops or the snowflakes!

[These are the first two sentences of a good answer.]



When you have finished reading, say:

**Are there any questions?**

Pause to answer questions, then say:

**There are 5 multiple-choice questions and 2 open-ended questions in this section. You will have 45 minutes to read the story and answer questions. If you finish early, you may go back and review your work in this section only. I will keep track of the time remaining on the board. Are there any questions?**

Answer all questions. Then say:

**Turn to page 12 in your test booklet. You may begin.**

Write down the actual starting time: \_\_\_\_\_ .

Add 45 minutes to that time: \_\_\_\_\_ .

In order to help students keep track of time, write “45 minutes” on the board. Then update the time remaining about every 5 minutes.

As students are taking the test, walk around the room to make sure they are working on the correct section of the test.

After 35 minutes have passed, say:

**There are 10 minutes remaining. You should be working on the open-ended questions if you have not already done so.**

During this 10 minutes, you should open your test booklet to pages 23 and 24 to read and review the poem, the Writing Task, directions, and Writer’s Checklist. You will be reading this poem and the Writing Task and directions aloud to the class during the next test section.

After 45 minutes have passed, say:

**STOP. This is the end of the second part of the Language Arts Literacy test. Put your pencil down and close your test booklet.**

**You may now stand at your desk and stretch, but remember that other classes may still be testing, so you must remain quiet.**

This break should be only a five-minute stretch break. Students should be allowed to go to the bathroom if necessary. Do not leave students unattended in the classroom with the test booklets. Either a proctor should remain in the classroom, or all students should leave the room together and the classroom door should be locked.

Once all students are seated and ready for the next section, say:

**It is time to begin the next section of the test. In this part, you will read a poem and then complete a writing task. Look at page 22 in your test booklet and read along silently as I read the directions aloud to you.**

## **Directions to the Student**



Read the poem “Eletelephony” to yourself while it is read to you. Afterwards, you will do a writing assignment. The poem may give you ideas for your writing.

Once you have read the directions, turn to page 23 in your test booklet. Then say:

**Now look at page 23. Read the poem silently as I read it aloud.**

Read the poem through one time. Then discuss the poem and answer any questions the students might have regarding vocabulary and footnotes. You may refer to a dictionary, if needed, to define difficult words for the students. After your discussion, say:

**Are there any questions?**

Pause to answer any questions, then say:

**Now, look at page 24 in your test booklet. Please read along silently as I read the directions aloud.**

Read aloud to the students the Writing Task, directions, and Writer’s Checklist on page 24 of the test booklet.

When you are done reading, say:

**Are there any questions?**

Pause to answer questions, then say:

**Sometimes, when we listen to poetry, we feel like writing our own poems. But for this task, you are not being asked to write a poem. Instead, you are being asked to write a description.**

**Read Writing Task B on page 24. Use the space on pages 25 and 26 to plan what you will write. Then begin your writing on page 27.**

**You will have 25 minutes to work on this Writing Task. If you finish this section early, you may go back to review your work on this section only. I will keep track of the time and write the amount of time remaining on the board. Are there any questions?**

Pause to answer any questions, then say:

**You may begin.**

Write down the actual starting time: \_\_\_\_\_ .

Add 25 minutes to that time: \_\_\_\_\_ .

In order to help students keep track of time, write “25 minutes” on the board. Then update the time remaining about every 5 minutes.

As students are taking the test, walk around the room to make sure they are writing. Also, make sure they are not working on the next section of the test.

After 20 minutes have passed, say:

**You have 5 minutes left to work on this section. You should be finishing your writing, if you have not already done so, and using the remaining time to review what you have written. Don’t forget to use the Writer’s Checklist to make sure your writing is the best it can be.**

After 25 minutes have passed, say:

**STOP. You are finished with the test for today. Put your pencils down and close your test booklet. Please remain seated. I will collect your test booklets now.**

## Day Two of Language Arts Literacy

### Overview

Day Two should take about 35 minutes. This estimate includes time for giving directions, administering the test, and taking breaks.

For any given section, students are allowed to go back and review their work on that section only. As you monitor the administration, take note of the number of circles appearing on the top of the test booklet pages. The number of circles reflects the section number on which that student is working. Make sure that your students are working on the appropriate test section as you observe the class. In addition, the test booklet pages display a page border that frames the student work area. Do not allow your students to make any marks outside the border.

Each student should have two #2 pencils and an eraser. (Plan to provide extra pencils as needed.) Students are permitted to read recreational literature if they finish the test ahead of others and have reviewed their work. This material may be placed on a corner of the desk.

You will need the following materials:

- Each student's Language Arts Literacy test booklet plus one copy for the Examiner;
- A watch or clock to time the sections of the test;
- Extra #2 pencils.

When students are seated, hand out a #2 pencil to each student. Please make sure that students are separated by a reasonable distance to encourage concentration and independent work.

When all students are seated and ready for the test, say:

**Today you will be taking the second part of the Language Arts Literacy section of the Grade 4 Elementary School Proficiency Assessment. Please try to do your best work on the test. Before we begin, take out something that you can read if you complete a test section before everyone else has finished. Put it where you can find it easily. You may not read it until you have finished your test and closed your booklet.**

**If you have a question or need to use the bathroom during testing, please stay in your seat and raise your hand. I will talk to you at your desk. Are there any questions?**

Pause to answer any questions. Then say:

**Now I will pass out the test booklets. Please do not open your test booklet until you are told to do so.**

When all test booklets are distributed, hold up a test booklet and say:



**Please look at the front cover of your test booklet to be sure your name is written in the space for your name. If you do not have the test booklet you worked in before, raise your hand now.**

Pause to allow students time to check for their names. Then say:

**It is time to begin working on the test. You will read a passage and answer questions. Turn to page 29 and read along silently as I read the directions aloud to you. The directions include sample questions that show the kinds of questions you will answer.**

(Look at the next page in this manual for the directions you will read aloud.)

## **Day 2**

### **Directions to the Student**

In the following section, you will read a passage and answer the questions that follow. Some questions will be multiple-choice; others will be open-ended.

### **Sample Passage**

The sample passage and questions below show you what the questions are like and how to mark your answer.

Weather is the condition of the air at a certain time and place. Knowing what the weather is going to be like is useful whether you are planning a special event or performing a task. One way to learn about the weather is to listen to a weather report.

A weather report usually answers these questions: (1) What is the temperature? (2) Is the sun shining or is it cloudy? (3) Has there been any rain, snow, or hail? (4) How windy is it? (5) Is there much dampness – humidity – in the air?

## Sample Multiple-Choice Question

**According to the passage, which question would a weather report answer?**

- Ⓐ Where are we?
- Ⓑ What time is it?
- Ⓒ Who are you?
- How hot is it?

The correct answer is D. The circle with the D in it has been filled in to show that D is the correct answer.

## Sample Open-Ended Question

For this type of question, you will write several sentences on the lines provided. For example:

**According to the passage, weather is the condition in a certain time and place. Why would it be important to know what the weather is today or what it will be tomorrow? Be sure to use examples or ideas from the passage or your own life to support your answer.**

It is important to know what the weather is so you  
can plan what you are going to do. If you decide to go  
swimming, but you don't know what the weather is  
going to be like, you could find yourself swimming  
between the raindrops or the snowflakes!

[These are the first two sentences of a good answer.]

When you have finished reading, say:

**Are there any questions?**

Pause to answer questions. Then say:

**There are 5 multiple-choice questions and 2 open-ended questions in this section. You will have 25 minutes to read the passage and answer the questions. If you finish early, you may go back and review your work in this section only. I will keep track of the time remaining on the board. Are there any questions?**

Answer all questions. Then say:

**Turn to page 31 in your test booklet. You may begin.**

Write down the actual starting time: \_\_\_\_\_ .

Add 25 minutes to that time: \_\_\_\_\_ .

In order to help students keep track of time, write “25 minutes” on the board. Then update the time remaining about every 5 minutes.

As students are taking the test, walk around the room to make sure they are working on the correct section of the test.

After 15 minutes have passed, say:

**There are 10 minutes remaining. You should be working on the open-ended questions if you have not already done so.**

After 25 minutes have passed, say:

**STOP. You are finished with the test. Put your pencils down and close your test booklet. Please remain seated and I will collect your test booklets now.**



## MATHEMATICS – DIRECTIONS FOR ADMINISTRATION

### OVERVIEW

The Mathematics portion of the Grade 4 Elementary School Proficiency Assessment (ESPA) is administered over two days. The first day will begin with two non-calculator sections with a total of eight multiple-choice questions which include mental math and estimation problems. Sections three and four are calculator active, and consist of multiple-choice and open-ended questions.

On the second day, section five is a calculator-active section consisting of multiple-choice and open-ended questions.

The first day of the Mathematics test will take about one hour and 30 minutes.

The second day of the Mathematics test will take about 40 minutes, including actual testing time, directions and breaks.

In any given test section, students may go back and review their work on that section only. As you monitor test administration, take note of the number of triangles appearing at the top of the test booklet pages. The number of triangles reflects the section number in which the student is working. Make sure that your students are working on the correct test section as you observe the class.

Additionally, test booklet pages display a border within which students must confine all their markings. It is important to ensure that no extraneous marks are made outside these page borders. Students may be given scratch paper to use during the mathematics assessment. All used scratch paper must be collected and given to your School Test Coordinator for destruction.

Each student should have two #2 pencils and an eraser. (You should have a supply of extra pencils to provide to students as necessary.)

Students are permitted to bring recreational literature to testing, if they wish. If they finish a test section before the time is up, they may read quietly to themselves after they have checked their work and closed their test booklets. This reading material may be placed on a corner of the desk.

Materials you will need:

- One Mathematics test booklet for each student and one for the examiner;
- One calculator for each student, plus some extras for emergencies;
- One Mathematics Punch-Out sheet with plastic bag for each student;  
(Note: Mathematics Punch-Out Sheets may have been cut out by either students or teachers prior to testing. The manipulatives for each student would then be in a plastic bag. Each student should have 1 hexagon, 2 trapezoids, 3 rhombi, 6 triangles and 1 ruler.);
- A watch or clock to time the test section administration;
- Extra #2 pencils with erasers;
- Scratch paper.

Students must write and grid only their names on the cover of Mathematics test booklets in the designated boxes.

### **Mathematics Test – Day One**

Please ensure that students are separated by a reasonable distance. This will encourage concentration and independent work.

You will now begin reading directions for the Mathematics test. Read aloud, word for word, the text that is framed and printed in bold type and preceded by the word, “Say.” You may repeat any part of these directions as many times as needed. The text in regular type is information for you, and should not be read to students.

When all students are seated and ready for the test, say:

**Today you will be taking the first day of a sample Mathematics portion of the Grade 4 Elementary School Proficiency Assessment. Please try to do your best work on the test. Before we begin, take out something you can read if you complete a test section before everyone else has finished. Put it where you can find it easily. You may not read it until you have finished each test section and your booklet is closed.**

**Now, I will pass out the test booklets and scratch paper. Please do not open your test booklet until you are told to do so.**

When all the test booklets have been distributed, hold up a test booklet and say:

**Please look at the front cover of your test booklet. Find the place that says “Last Name.” Print your last name starting with the first box on the left, putting one letter in each box. Do not leave any spaces between the letters in your last name. If you have more than fourteen letters in your last name, print only the first fourteen letters. Are there any questions?**

Pause to answer questions, then say:

**In the section that says “First Name,” print your first name. Do not use a nickname. If there are more than eight letters in your first name, print only the first eight letters.**

Pause, then say:

**Print your middle initial in the section that says “M.I.”**

**Now, grid your name by filling in the circle under each box that has the same letter as the one printed in the box. If there is no letter in the box, fill in the blank circle at the top of the column. Make sure that each mark is dark and fills the circle completely. If you make a mistake, erase it completely. Are there any questions?**

Answer all questions, then say:

**There are four sections to the first day of the Mathematics test. If you finish a section before the time is up, you may review your work in that section only. You may not review any other section. Be sure to mark all of your answers in your test booklet. Answers written on scratch paper will not be counted.**

**If you have a question or need to use the bathroom during testing, please stay in your seat and raise your hand. I will talk to you at your desk. Now, raise your hand if you do not have a pencil.** (Pause and give a pencil to anyone who does not have one.) **Are there any questions? Raise your hand if you do not have scratch paper.** (Pause and give paper to anyone who needs some.) **Are there any questions?**

Pause to answer any questions, then say:

**Please open your test booklet to page 2 and read along silently as I read the directions to you aloud.**

## ▲ Directions to the Student

**When you are taking this test, remember these important things:**

1. Read each question carefully and think about the answer.
2. If you do not know the answer to a question, go on to the next question. You may come back to the skipped question later if you have time.
3. When you see a STOP sign, do **not** turn the page until you are told to do so.

**Are there any questions?**

Answer all questions, then say:

**On page 3 of your test booklet, you will find sample multiple-choice questions. We will do the two sample questions and will read directions for the next four problems. Please read the directions and the sample questions to yourself as I read them aloud.**

(Look at the next page in this manual for the directions you will read aloud.)

## **DIRECTIONS:**

The next 2 sections of the test have 8 multiple-choice questions. You will fill in the circle next to the answer you choose. You may NOT use a calculator.



## **Sample Multiple-Choice Questions**

The sample questions below show you what the questions are like and how to mark your answer.

**For Example:**

**1. Find the exact answer:  $110 + 70$**

- ☐ (A) 18
- ☐ (B) 81
- ☒ (C) 180
- ☐ (D) 810

The correct answer is C. The circle with the C in it has been filled in to show that C is the correct answer.

**2. Estimate  $123 + 685$ . The sum is between what numbers?**

- ☐ (A) 400 and 600
- ☒ (B) 700 and 900
- ☐ (C) 1,000 and 1,200
- ☐ (D) 1,300 and 1,500

The correct answer is B. The circle with the B in it has been filled in to show that B is the correct answer.

**You will have 4 minutes to complete the first section. You may NOT use a calculator. If you finish this section early, you may go back to review your work on this section only. Work until you reach the Stop sign on page 5. I will keep track of the time remaining on the board. Are there any questions?**

**Turn to page 4. You may begin.**

Write down the actual starting time \_\_\_\_\_ :

Add 4 minutes to that time \_\_\_\_\_ :

In order to keep track of time, write “4 minutes” on the board. Then update the time remaining after 2 minutes.

At the end of 3 minutes, say:

**You have 1 minute remaining to complete this section.**

After 4 minutes have passed, say:

**STOP. This is the end of Section 1. You will now have 10 minutes to complete the next section. Work until you reach the stop sign on page 7. Please turn to page 6 in your test booklet, read the directions carefully, and begin.**

Write down the actual starting time \_\_\_\_\_ :

Add 10 minutes to that time \_\_\_\_\_ :

In order to keep track of time, write “10 minutes” on the board. Update the time remaining every few minutes.

At the end of 9 minutes, say:

**You have 1 minute remaining to complete this section.**

After 10 minutes have passed, say:

**Stop. This is the end of Section 2. I will now pass out calculators and a set of shapes and a ruler.**

Once all materials are distributed, say:

**Raise your hand if you do not have a set of 12 shapes.** (Pause and distribute the shapes to anyone who does not have them.) **Raise your hand if you do not have a ruler** (Pause and give a ruler to anyone who does not have one.) **Raise your hand if you do not have a calculator.** (Pause and give a calculator to anyone who does not have one.)

Then say:

**You will now have 28 minutes to work on Section 3. Section 3 has 12 multiple-choice questions and 1 open-ended question. You may use your calculator for the problems in this section. Work until you reach the stop sign on page 17. Please turn to page 8 in your test booklet, read the directions carefully, and begin.**

Write down the actual starting time \_\_\_\_\_ :

Add 28 minutes to that time \_\_\_\_\_ :

In order to keep track of time, write “28 minutes” on the board. Then update the time remaining about every 5 minutes.

Remember to actively walk around the room as the students are taking the test.

When 18 minutes have passed, say:

**You have ten minutes remaining for this section. If you have not already started the open-ended question, you should begin now.**

Record the remaining time on the board, and update the time every few minutes.

At the end of 27 minutes, say:

**You have 1 minute remaining to complete this section.**

After 28 minutes have passed, say:

**Stop. This is the end of Section 3. Close your test booklet.**

**You will now take a short break. You may stand and stretch at your desk. Other classes may still be testing, so you must remain quiet.**

The break should be a maximum of 5 minutes long. Students should be allowed to go to the bathroom if necessary. Make sure students remain quiet because other classes will most likely take breaks at slightly different times. Do not leave students unattended in the classroom with the test booklets. Either a proctor should remain in the classroom or all students should leave the room together and the classroom door should be locked.

At the end of the break, make sure all students are seated and ready for Section 4.

When all students are ready, say:

**Turn to page 19 in your test booklet. You may begin.**

Write down the actual starting time: .

Add 29 minutes to that time: .

In order to help students keep track of time, write “29 minutes” on the board. Then, update the time remaining about every 5 minutes.

As students are taking the test, walk around the room to make sure they are filling in the circles next to their answers in the test booklet. Also, make sure they are not working on the previous section or the next section of the test.

After 9 minutes have passed, say:

**You have 20 minutes remaining for this section. If you have not already started the open-ended questions, you should begin now.**

After 24 minutes have passed, say:

**You have 5 minutes left to work on this section.**

After 29 minutes have passed, say:

**STOP. This is the end of Section 4. Close your test booklet.**

**You are finished with the test for today. Remain quietly in your seat as I collect your test booklet, calculator, scratch paper, colored shapes, and ruler.**



## Mathematics Test – Day 2

When all students are seated and ready for the test, say:

**Today you are going to finish taking the sample Mathematics section of the Grade 4 Elementary School Proficiency Assessment. Before we begin, take out something that you can read if you complete the test before everyone else is finished. Put it where you can find it easily. You may not read it until you have finished your test section and closed your test booklet.**

**I will now pass out the calculators, colored shapes, rulers, and scratch paper.**

Distribute a calculator, a set of shapes, a ruler, and scratch paper to each student. Then say:

**Raise your hand if you do not have a set of 12 shapes.** (Pause and distribute the shapes to anyone who does not have them.) **Raise your hand if you do not have a ruler.** (Pause and give a ruler to anyone who does not have one.) **Raise your hand if you do not have a pencil.** (Pause and give a pencil to anyone who does not have one.) **Raise your hand if you do not have a calculator.** (Pause and give a calculator to anyone who does not have one.) **Raise your hand if you do not have any scratch paper.** (Pause and give scratch paper to anyone who doesn't have some.)

Pause, then say:

**Please try to do your best work on the test. Now, I will pass out the test booklets. Please do not open your test booklet until you are told to do so.**

When all the test booklets have been distributed, hold up a test booklet and say:

**Please look at the front cover of your test booklet. Make sure you have the test booklet with your name on it. (Pause) You may make notes in your test booklet or on scratch paper. You must fill in the circles next to your answers in your test booklet.**

Pause, then say:

**Open your test booklet to page 2. Read the directions to yourself as I read them aloud.**

## ▲ Directions to the Student

**When you are taking this test, remember these important things:**

1. Read each question carefully and think about the answer.
2. If you do not know the answer to a question, go on to the next question. You may come back to the skipped question later if you have time.
3. When you see a STOP sign, do **not** turn the page until you are told to do so.

**It is now time for Section 5 of the test.**

**There are 6 multiple-choice questions and 2 open-ended questions in this section. Work until you reach the STOP sign on page 37. Do not go on to the next section.**

**You will have 29 minutes to complete this section of the test. If you finish this section early, you may go back and review your work in this section only.**

**Again, make sure you fill in the circles next to all of your answers in your test booklet. You will not get credit for any answers to the multiple-choice questions that are just written in your test booklet. You may use your calculator for any question in this section.**

**Are there any questions?**

Pause to answer any questions. Then say:

**Turn to page 27 in your test booklet.**

Make sure all students have their test booklets open to page 27. Then say:

**You may begin.**

Write down the actual starting time: \_\_\_\_\_.

Add 29 minutes to that time: \_\_\_\_\_.

Record the time remaining on the board. When 9 minutes have passed, say:

**You have 20 minutes remaining for this section. If you have not already started the open-ended questions, you should begin now.**

After 24 minutes have passed, say:

**You have 5 minutes left to work on this section.**

After 29 minutes have passed, say:

**STOP. You are finished with the test. Put your pencils down and close your test booklet. Please remain seated, and I will collect your test booklets now.**

Collect the booklets separately from each student.

Please collect all scratch paper, if it was used, and collect all shapes and rulers (these may be thrown away).

## **APPENDIX A**

### **Procedures for the Assessment of Limited English Proficient Students 1998 Revised Policy**

#### **PROCESS FOR EXEMPTIONS AND ACCOMMODATIONS CRITERIA**

##### **I. STUDENTS TO BE EXEMPTED FROM TEST**

Students who meet **both of the following criteria** may receive an exemption from the Grade 11 High School Proficiency Test (HSPT11), High School Proficiency Assessment (HSPA), Grade Eight Proficiency Assessment (GEPA), Elementary School Proficiency Assessment (ESPA), and/or any diagnostic or standardized test in English which has not been designed or normed for non-native speakers of English:

- 1a) Fall below the state-established cutoff score on the Language Assessment Battery or the Maculaitis Assessment Program (based on the most recent score earned on the test);

**AND**

- 2a) have participated in a bilingual, English as a Second Language (ESL), or English Language Services program for two consecutive years or less prior to the date on which the test(s) in question is to be administered;

**OR**

- 2b) have attended school in the United States for three consecutive years or less prior to the date on which the test(s) in question is to be administered.

School districts should adhere to the following guidelines:

- It will be the district's responsibility to screen their LEP population annually to determine which students are eligible for exemptions.
- The decision to exempt or test a student should be made by certified instructional personnel most familiar with the student.
- All LEP students must be screened prior to each test administration using the above criteria for eligibility for an exemption until they are deemed ineligible.
- Students given an exemption must be re-assessed for eligibility for an exemption prior to each subsequent test administration.
- All eligible students must be informed of their right to an exemption.
- In the event that a student volunteers to be tested in English, written agreement, signed by the student's parent(s) or guardian(s), must be obtained.

## LEP STUDENTS RECEIVING ALTERNATIVE ASSESSMENTS

Additionally, when students are exempted from specific testing situations, alternative means must be used to assess these students' mastery of essential skills. A special effort should be made to use assessment procedures that are based in the student's native language and that can provide a reasonable, valid assessment of the student's mastery level.

This could include the following:

- Native language achievement tests;
- Teacher-made and criteria-referenced tests in the native language;
- Assessments made with the assistance of an individual proficient in the student's native language;
- Assessment in the English language administered under the supervision of a certified teacher or guidance counselor;
- Performance assessment; and/or
- Writing samples and other classroom work from the student.

## SRA PROCESS

When a student is granted an exemption from taking the HSPT11, the Special Review Assessment (SRA11) process must begin in the senior year. Prior to each administration of the HSPT11, students should be rescreened for eligibility for an exemption. Students who fulfill graduation requirements through the SRA11 in the native language must also pass the Maculaitis with a raw score of 133 in order to graduate. An LEP student may be given the SRA11 in English with the consent of his/her parent(s) or guardian(s).

The attached LEP Student Test Exemption Form must be completed and kept on file for all students that have been exempted.

## II. LEP STUDENTS TO BE TESTED WITH THE ESPA, GEPA, AND HSPA

### ACCOMMODATIONS

Beginning with the 1998-1999 school year, LEP students who must be tested are those who have participated in a bilingual/ESL program two years or more. These LEP students will be tested with one or more accommodations in the test administration procedures for both the Elementary School Proficiency Assessment (ESPA) or the Grade Eight Proficiency Assessment (GEPA). Accommodations are **NOT** permitted for the HSPT 11 but will be permitted for the HSPA field test and operational test. To facilitate the accommodations, LEP students should not be tested with English speakers in regular classrooms. Instead, LEP students are to be tested in separate classroom settings.

Accommodations which are permitted include the following:

- Additional time
- Translation of the test directions into the student's native language (translations of passages, items, prompts, and tasks are **NOT** permitted)
- Use of a bilingual dictionary

Additional time may be provided not to exceed 150% of the administration times indicated in the examiner manuals for each test section.

Students who are receiving translated test directions need to be tested in a location separate from students tested with directions read in English only.

If dictionaries are used, they may be provided by either the student or the school. Ideally, students should be using these same dictionaries as part of their instructional program. The dictionaries should be checked before testing begins to be sure that no papers or additional reference information (such as loose sheets, other school work, etc.) are inside them.

All testing of LEP students must be coordinated with the following: district test coordinators, bilingual education/ESL coordinators, and the Department of Education's Office of Assessment.

LEP STUDENT TEST EXEMPTION FORM  
1998 Revised Policy

District:

Student:

Grade:

Test(s) from which student will be exempted

Date of Test Administration

Does the student fall below the state-established cutoff score on the Language Assessment Battery (LAB) or the Maculaitis Assessment Program (MAC)

YES NO (Please stop, the student is not eligible for an exemption.)

LAB score OR MAC score

Has the student participated in a bilingual, English as a second language, or English language services program for 2 years or less just prior to the test date?

YES NO (Please proceed to question #3.)

The student has participated in a(n) program since (date)  
in school district in (state).

Records used to determine program participation (please specify).

Has the student attended school in the United States for 3 years or less just prior to the test date?

YES NO

The student has attended school in the United States since (date).

Records used to document student attendance in U.S. schools (please specify).

If the student met criterion #1 and either criterion #2 OR criterion #3, he/she may be exempted from taking the test(s) in question.

I certify that the above information is true.

Bilingual/ESL/ELS Program Administrator

Date

Chief School Administrator

Date

## **APPENDIX B**

### **Modifications of Test Administration Procedures for Special Education Students and Students Eligible Under Section 504 of the Rehabilitation Act of 1973**

In accordance with the Individuals with Disabilities Education Act (IDEA), students who are receiving special education services must participate in each subject area of a statewide assessment with the following exception:

If the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the Statewide assessment and the student cannot complete any of the questions on the assessment in a subject area with or without accommodations the student shall participate in a locally determined assessment of student progress. [New Jersey Administrative Code Chapter 6A:14-4.11(a)2]

Districts may use modifications of test administration procedures when administering the Elementary School Proficiency Assessment to special education students or to students eligible under Section 504 of the Rehabilitation Act of 1973. Modifications in the areas listed below may be used separately or in combination.

Decisions about participation and accommodations/modifications are made by the Individualized Education Program (IEP) or 504 team. Information about test content and item types from the test specifications booklets can be used to make this determination.

Any accommodations or modifications of test administration procedures for students eligible for special education under the Individuals with Disabilities Education Act (IDEA) or eligible under Section 504 of the Rehabilitation Act of 1973 must be specified in the student's IEP or 504 accommodation plan. Accommodations or modifications must be consistent with the instruction and assessment procedures used in the student's classroom. [Students eligible for modifications under Section 504 may not be classified but do have a permanent or temporary impairment in a major life function (for example: performing manual tasks, walking, seeing, hearing, speaking, etc.).]

Advanced planning is integral to implementing accommodations/modifications effectively and ensuring that the security of test materials is maintained. If a student requires an accommodation or modification that is not listed below, contact the Office of Assessment.

Accommodations must be recorded on the student's test booklet by the codes listed in this appendix (A, B, C, or D).

### **ACCEPTABLE ACCOMMODATIONS OR MODIFICATIONS**

#### **Code**

#### **A. Setting Accommodations**

1. Administering the assessment:
  - a. individually in a separate room
  - b. in a small group in a separate room
  - c. in the resource room



- d. in a special education classroom
  - e. using carrels
  - f. at home or in a hospital (this will depend on the nature of the assessment task)
2. Seating the student in the front of the room near the examiner or proctor
  3. Seating the student facing the examiner or proctor
  4. Providing special lighting
  5. Providing special furniture (e.g., desks, trays, carrels)

**B. Scheduling Accommodations**

1. Adding time as needed
2. Providing frequent breaks
3. Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The test administrator must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

**C. Test Materials Modifications**

1. Administering the large-print version of test materials
2. Administering the Braille version of test materials

**D. Test Procedures Modifications**

1. Administration modifications
  - a. reading directions out loud
  - b. reading test questions aloud (you may not read aloud or sign the reading passages in Language Arts Literacy—you may read the reading questions)
  - c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order
  - d. using a sign language or cued speech interpreter for administration of directions or questions but not reading passages
  - e. masking a portion of the test booklet to eliminate visual distractors or providing reading windows
  - f. repeating, clarifying, or rewording directions
  - g. providing written directions on a separate sheet or transparency
  - h. using an examiner who is familiar with the student
  - i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)
  - j. providing manipulatives for math items
  - k. using graph paper for math section
  - l. using a Braille ruler and talking calculator
  - m. using tactile or visual cues for deaf or hard-of-hearing students to indicate time to begin, time remaining, and time to end a particular part of the test

2. Response modifications
  - a. having an examiner record the student's identifying information on the test booklet
  - b. dictating oral responses to a scribe (person who writes from dictation)—student must indicate all punctuation and must spell all key words
  - c. using a Braille writer to record responses
  - d. signing responses to sign language interpreter (student must indicate all punctuation and must spell all key words)
  - e. recording responses on a word processor
  - f. using large-face calculators
  - g. using talking calculators
  - h. providing an Augmentative Communication device
  - i. using a larger diameter or modified special grip #2 pencil
  - j. masking portions of the test booklet to eliminate visual distractors
  - k. marking answers in the test booklet (an examiner would transfer the answers to an answer folder—not applicable for ESPA)

## OTHER CONSIDERATIONS

Ensure that:

- a. any medication has been appropriately adjusted so it will not interfere with the student's functioning.
- b. eyeglasses are used, if needed.
- c. hearing aids, FM systems, Augmentative Communication devices, word processors, or other equipment are functioning properly.
- d. source and strength of light are appropriate.
- e. all students can clearly see and hear the examiner.
- f. all deaf or hard-of-hearing students who communicate aurally/orally are watching the examiner when instructions are given.
- g. responses to open-ended questions and writing tasks, which are written or typed on separate sheets of paper by students eligible for this accommodation must be paper-clipped to the front of the student's test booklet. Any test booklet with pages clipped to the front **must** be placed directly beneath the header sheet. Each of these pages **must** include at the top of the page the student's name, test booklet number, birth date, district name and code, and school name and code. **If these procedures are not followed, the student's responses cannot be linked to their responses on the other sections of the test and they will receive incomplete scores.** Copies of these pages should be made and retained on file by the school district until scores are received.

For large-print test booklets:

- a. Students using the large-print test booklets:
  1. should mark their answers on the large-print test booklets and examiners will transcribe the responses to the student's regular test booklet. Also, on the front of the regular test booklet, fill in the Ⓔ bubble which indicates that a large-print test booklet was transcribed.

2. may be instructed to skip some questions. The spaces for these questions must be left blank on the student's test booklet (be sure to grid in all the identifying information on the test booklet).
- b. Test booklets based on the large-print version:
  1. should be sent to NCS along with the test booklets from students who took the regular-sized print version of the test.
  2. should be placed directly behind the Header Sheet with all other test booklets beneath them.
- c. For dictations and responses recorded on separate sheets:
  1. Students who dictate responses on open-ended items and writing tasks must indicate all punctuation and must spell all key words.
  2. Responses to open-ended questions and writing tasks recorded on separate sheets must be paper-clipped to the front of the student's regular test booklet. The student's name, test booklet number, and birth date as well as the district and school names and codes must be recorded on each of the separate sheets attached.
  3. The district test coordinator should retain a duplicate of all open-ended responses, writing tasks, and the writing project until scores are reported to and reviewed by district staff.

For Braille test booklets:

- a. Students using the Braille test booklets:
  1. will dictate their answers to the examiner or use a device that produces Braille.
  2. may be instructed to skip some questions. The spaces for these questions must be left blank on the student test booklet (be sure to grid in all the identifying information on the test booklet).
  3. should be instructed to bring a Braille ruler and a talking calculator to the test session.
- b. Test booklets based on the Braille version:
  1. should be sent to NCS along with the test booklets from students who took the regular print version of the test. Examiners should transcribe the responses into a regular test booklet. Also, on the front of the regular test booklet, fill in the ⠠⠠ bubble which indicates that a Braille test book was transcribed.
  2. should be placed directly behind the Header Sheet with all other test booklets beneath them.
- c. For dictations and responses recorded in Braille:
  1. Students who dictate responses for the open-ended questions and writing tasks must indicate all punctuation and must spell all key words.
  2. Responses to the writing task and open-ended questions recorded in Braille:
    - a. must be transcribed. The transcriptions of the Brailled responses must be included with the student's own Brailled work at the time the test booklet is returned.

- b. must be paper-clipped to the student's test booklet with the transcriptions of the Brailled work. The student's name, test booklet number, and birth date as well as the district and school names and codes must be recorded on each of the separate sheets attached.
- 3. The district test coordinator should retain a duplicate of all open-ended responses, writing tasks, and the writing project until scores are reported to and reviewed by district staff.

For students who communicate using sign language:

- a. An interpreter will be needed to interpret oral directions and test questions (you may not interpret the Reading passages in the Language Arts Literacy section of the test). The interpreter should be able to communicate in the mode used by the student, American Sign Language or a form of Manually Coded English, depending upon the student's communication system. The interpreter should be instructed to interpret so as not to give the answer to the student through the use of a particular sign or finger spelling.
- b. Students using American Sign Language for open-ended and writing task responses will sign the responses to the interpreter who will interpret them into spoken English and a scribe will record the responses in the test booklet.
- c. Students using Signed English or cued speech will sign/cue to the interpreter who will transliterate (word for word) into spoken English and a scribe will record the responses.

## APPENDIX C

### **New Jersey State Department of Education Elementary School Proficiency Assessment**

#### *Writer's Checklist*

Remember to:

- ☐ Keep the central idea or topic in mind.
- ☐ Keep your audience in mind.
- ☐ Support your ideas with details, explanations, and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion clearly.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Write neatly